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ABSTRACT

Part of a system by which local education agency (LEA) personnel may evaluate secondary and postsecondary vocational education programs, this third of eight components focuses on assessment of student career interests. Procedures covered include determination of the student population to be surveyed, selection of the instrument, and discrepancy analysis. The component provides an overview of five popular standardized career interest inventories and suggestions for developing local instruments for assessing student interest. The focal point is the secondary level. However, suggestions are offered for assessing student career interests in adult schools, area vocational-technical centers, and at the community college. The five standardized instruments described are the Kuder Occupational Interest Survey (KOIS), the Minnesota Vocational Interest Inventory (MVII), the Ohio Vocational Interest Survey (VIS) the Self-Directed Search (SDS), and the Strong Vocational Interest Blank--Strong-Campbell Interest Inventory (SVIB-SCII). A glossary is appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

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COMPONENT 3

ASSESSING STUDENT CAREER INTERESTS

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DATA-BASED LOCALLY DIRECTED EVALUATION

CE 011 612

DATA-BASED LOCALLY DIRECTED EVALUATION OF VOCATIONAL EDUCATION PROGRAMS

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COMPONENT THREE

ASSESSING STUDENT CAREER INTERESTS

I. Overview

The assessment of student career interests in the Local Education Agency (LEA) can serve several purposes. Student interest data can help the LEA decide whether their vocational-education programs meet their students' interests. This information can help justify vocational education programs to the board of trustees, school board, parents, accreditation associations, etc. This component will focus on measuring the student career interests to assist the LEA in preparing for the Statewide Program Review conducted by the Florida Department of Education, Division of Vocational Education.

Assessment of student career interests can be accomplished through the use of one or more of several existing standardized career interest inventories or through the use of a locally developed, or non-standardized, survey instrument. The popular standardized career interest inventories are:

1. Kuder Occupational Interest Survey, Form DD (KOIS).
2. Minnesota Vocational Interest Inventory (MVII).
3. Ohio Vocational Interest Survey (OVIS).
4. Self-Directed Search (SDS).
5. Strong Vocational Interest Blank (SVIB), now the Strong-Campbell Interest Inventory (SCII).

These five inventories have been used to measure the

occupational interests of students at the high school and/or the junior college levels.

Educational Settings for Surveying Student Career Interests

Student career interests may be surveyed in high schools, adult schools, area vocational-technical centers, and community colleges. Depending on the data desired, the student career interests surveys may be administered to: (1) all students of a particular class, (2) all students at a given grade level, (3) random samples of a particular class, (4) random samples of all students at a given grade level, or (5) individual students.

High school. By administering career interest surveys at the high school level, standardized tests for students with minimum reading skills may be used. Table 1 compares the reading level, the curriculum addressed, the minimum age level, and the sex of the population addressed by the five popular standardized instruments previously mentioned. Additional information for each of these instruments is given in Appendices A through E.

Locally developed survey instruments may ask students to indicate their primary interests as well as their secondary interests in existing training programs. Samples of the types of questions which may be used in locally developed instruments are given on page 3-8. Samples of locally developed instruments are shown as Appendices F and G.

TABLE 1.

AGE, READING LEVEL, AND CURRICULUM ADDRESSED FOR FIVE STANDARDIZED VOCATIONAL INTEREST INVENTORIES

INSTRUMENT:	Strong Vocational Interest Blank (SVIB-SCII)	Ohio Vocational Interest Survey (OVIS)	Self-Directed Search	Kuder Occupational Interest Survey, DD (KOIS, DD)	Minnesota Vocational Interest Inventory (MVII)
APPROXIMATE READING LEVEL:	Grade 9	Grade 8	Not Given	Grade 6	Grade 9
CURRICULUM ADDRESSED:	For students planning to enter in business, social service occupations, the arts, but not the skilled training occupations.	For students planning to enter some type of vocational training.	All occupational areas.	All occupational areas.	For all U.S. students who do not plan to attend college but who do plan to enter non-professional (industrial) occupations.
MIMIMUM AGE LEVEL:	Male-Female Age 16	Male-Female Age 13	Male-Female Age 15	Male-Female Age 16	Male only Age 15

Area Vocational-Technical Centers. The career interests of adult students are not as easily determined as those of high school students whose interests may be inventoried in large group settings. Unlike high school students, adult students seldom, if ever, are assembled in a large group. Therefore, measuring career interests for an entire adult student population is usually more difficult. However, this does not eliminate the possibility of assessing adult students already enrolled in classes. Since most adults enroll in a given course for the specific purpose of training or retraining, enrollment itself provides a measure of their career interests. Surveying adults enrolled in existing training programs can determine whether or not their career needs are being met. An adult career interest survey questionnaire may be used for

surveying those adult students currently enrolled, or to determine interests of adults in general.

A method of determining adult career interests that has worked for many post-secondary institutions is to use the various media to make announcements of possible training program course offerings. Announcements of this type may result in prospective adult students responding positively by calling and asking for further information or being put on a waiting list for vacancies which may occur in their area of interest.

Community Colleges. Two available standardized career instruments which may be used at the community college level are: (1) the Self-Directed Search (SDS) and (2) the Strong Vocational Interest Blank--Strong-Campbell Interest Inventory (SVIB-SCII) (see Appendices D and E). To determine whether or not the community college is meeting its students' career interests, these instruments may be administered:

1. To a particular section of the student body, for example, incoming freshman;
2. To students enrolled in a specific curriculum, for example, college transfer program, terminal degree program;
3. To an individual class, such as a program survey class;
4. To a sample of the student body population; or
5. To individual students who are seeking counseling.

An additional indicator of student career interests may be the actual student enrollment in the currently available

training program. Community college personnel may wish to develop their own instruments to assess whether or not students' career interests are being met by having students indicate their satisfaction or dissatisfaction with the training program in which they are currently enrolled.

II. Suggested Procedures

In addition to assessing student career interests, other actions which deserve consideration are: (1) the identification of the student population to be surveyed, and (2) the selection of a standardized or locally-developed instrument. This section addresses each of these concerns to help the LEA assess the degree to which vocational programs are meeting identified student interests.

Determining the Student Population to be Surveyed

Two questions which should be answered in deciding the number of students to be polled in the student interest survey are: (1) Is it necessary to survey the entire student population to obtain the necessary data on which to base sound educational decisions? and (2) Will a random sample survey of the entire student body or students in specific program areas provide the necessary data for making decisions? The LEA should also consider the types of decisions to be based on the data collected: e.g., (1) Will the LEA use the results of the student interest survey for predicting the enrollment in specific program areas? or (2) Will the survey be used to determine the students' satisfaction with the program area or courses in which they are enrolled? With the answers to these questions, the LEA should be able to determine the student population which needs to be surveyed.

Selecting the Instrument

Each LEA has the option of: (1) purchasing standardized

survey materials or (2) developing its own instrument. Information regarding each of the standardized instruments suggested for use in assessing student career interest is given in Appendices A through E. The following material is presented to assist the LEA in exercising either option.

Selecting a standardized instrument. If the LEA determines that a standardized instrument can be more helpful in assessing student career interest than one that is locally developed, the LEA should consider the following factors:

1. Cost for purchase, administration, and scoring of the selected instrument.
2. Ease of administration and scoring.
3. Reliability and validity of the instrument.
4. Availability of suitable locations for administering the instrument to groups or individuals.
5. Availability of support personnel to administer the instrument.
6. Student population to be surveyed.
7. Topics to be covered in the instrument.
8. Curriculum addressed by the instrument.
9. Interpretation of the results by qualified staff.
10. Dissemination of the results to those who are involved in decision-making.

Consideration of these factors should help determine which of several available standardized vocational career interest inventories can be most helpful in assessing student career interests.

A review of five popular standardized instruments suggested for use in surveying student career interests is given in Appendices A through E. The price list and scoring services for each of the instruments may be obtained from the publisher.

Designing a locally developed instrument. In certain instances it is desirable that the LEA develop a local instrument. One such situation occurs when an institution wants to assess how well the LEA is providing courses that meet the measured career interests of students currently enrolled. Sample questions which might be used with students who are enrolled in a specific program area are given below.

1. What course(s) are you now taking?_____

   _____

2. Why are you taking this course(s)?_____

   _____

3. Did you specifically request the course(s) you are now taking? Yes___ No ___

4. If you answered yes to #3, go on to question #5.
   If you answered no to #3, identify which course(s) you did not request. _____

   _____

5. Do you plan to enter a career in an area related to the course(s) you are now taking? Yes___ No___

6. If you had another choice, what other course(s) would you take?_____

If the LEA wishes to assess student satisfaction regarding his selected area of training, questions which might be added are:

1. Are you satisfied with your decision to take this course?
   Yes___ No___
2. Is there any other training available in this school which could meet your occupational needs? Yes___ No___

Included in the Appendices are several samples of locally developed student career interest instruments.

Discrepancy Analysis

A discrepancy analysis compares the student's measured occupational interest with his actual program enrollment. This may be done by: (1) obtaining a list of students currently enrolled in a specific vocational program, (2) obtaining a listing of those students' measured interests, and (3) comparing the student enrollment with the measured interests.

The use of a standardized or locally developed instrument will reveal the measured student occupational interests. A discrepancy analysis can then be conducted based on a comparison of student interest and student enrollment, not only revealing whether or not the student is enrolled in a program area in which he has a measured interest, but also revealing the extent to which student occupational needs are being met. The format in Figure 1. is provided as a sample to be used in conducting this analysis.

The LEA should establish standards by which to measure

the degree that students' needs are being met. If 60% of the students surveyed in the student body expressed satisfaction with the courses in which they are enrolled, while 40% indicated dissatisfaction, are student occupational needs being met? Similarly, if 30% of the students surveyed in the student body expressed an interest in one specific program area, but that program area was not offered, has the LEA met student needs? In order to answer these questions, the LEA evaluation team should establish standards prior to conducting the Discrepancy Analysis. The Discrepancy Analysis will determine the degree that students' needs are being met.

Student's Name	Area(s) of Measured Interest	Area of Enrollment	Existence of Discrepancy	
Example:			Yes	No
0. John Doe Goal: undecided	Health Related	Agriculture	X	
1. Mark Haskins Goal: Secretary	Animal Science	Accounting	X	
2. Ray Bozell Goal: Physicist	Physics/Science	Health Services	?	
Total Number of students surveyed: ____.				
Total Discrepancies. . . . . ____.				

Figure 1. Discrepancy Analysis Format

A second phase of the discrepancy analysis relates to identifying those students who are enrolled in the general education program but who have expressed occupational goals and have a measured interest in areas for which vocational education training is appropriate. If there are students who fall into this category, a discrepancy exists. To identify existing discrepancies, a list should be developed of those students who either have no occupational goals, or who have goals that can be fulfilled by enrolling in vocational education programs. Personal interviews with these students may validate the students' measured interests and occupational goals. If a student who is enrolled in the general education program has a measured interest which is compatible with his/her occupational goal and these interests and goals can be met by the student's enrolling in appropriate vocational programs, a discrepancy does exist. Figure 2 is provided to assist the evaluation team in conducting this discrepancy analysis.

Figure 3 is provided as a sample for summarizing the findings of an assessment of student career interests. The format for Figure 3 is based on the use of Figure 1 data recorded for each student being assessed. The column totals represent a sample in each category where the discrepancies exist for one vocational program or course.

STUDENT'S NAME	AREAS OF MEASURED INTEREST	OCCUPATIONAL GOALS	STUDENT'S GOALS AND INTERESTS CAN BE MET BY VOCATIONAL EDUCATION		VOCATIONAL EDUCATION IS APPROPRIATE FOR MEETING STUDENT'S GOALS AND INTERESTS		DISCREPANCY EXISTS	
			Yes	No	Yes	No	Yes	No
Example: 0. Jane Doe	Nursing	Nurse's Aid	X		X		X	
1. 2. 3.								
Total number of students listed._____. Total number of students for which vocational education would be appropriate for meeting measured interests and occupational goals._____. Total number of discrepancies identified.....								

Figure 2. Discrepancy Analysis Format for use with students enrolled in the general education curriculum.

PROGRAM AREA IN WHICH STUDENTS ARE PRESENTLY ENROLLED	DISCREPANCY EXISTS BETWEEN:				
	NONE	GOAL AND ENROLLMENT	GOAL AND INTERESTS	GOALS, INTERESTS, ENROLLMENT	INTERESTS AND ENROLLMENT
Wildlife and Game: Number Surveyed 15	10				5
Ag. Construction: Number Surveyed 20	14	3		3	
Child Care: Number Surveyed 12	9			1	2
Total Discrepancies by category:		3		4	7

Figure 3. Summary Sheet for Recording Discrepancy Analysis by Program Areas.

III. Using Evaluation Data

Evaluation not used to improve the educational system is a waste of time and money. It is essential, therefore, to analyze the data which have been collected and to use these results in making appropriate educational decisions affecting vocational program offerings.

Depending on the outcome of the discrepancy analysis, the LEA may wish to make recommendations regarding specific programs. If students are enrolled in programs for which they have not expressed an interest, consideration should be given to: (1) reviewing student interests and placing students in existing programs related to their occupational interests, or (2) expanding the program offerings to meet the students' occupational needs. Use of student career interest data can lead to program improvements that will meet the needs of future students.

A study of the survey results and the discrepancy analysis summary may indicate an immediate need for reviewing decisions relating to program offerings. Student career interest data provides a basis for recommendations concerning the continuation or the revision of program offerings in local vocational education programs. It also provides a data base from which to structure local guidance and counseling activities.

IV. Summary

This component of locally directed evaluation focuses on student career-interest assessment. The purpose of such assessment is to estimate LEA success in meeting student occupational needs. This type of evaluation is essential in keeping LEA programs relevant to the inventoried needs of students served. Standardized and locally developed instruments are presented in the Appendices and may be used by the LEA in assessing student career interest. A detailed breakout of suggested procedures for conducting this evaluation and analyzing the data follows:

1.0 Determine the interest of students.

- 1.1 Select appropriate instruments based on criteria provided in Appendices or on locally developed criteria.
  - 1.1.1 Identify and obtain information on available instruments.
  - 1.1.2 Establish the criteria for selecting an appropriate instrument.
  - 1.1.3 Compare identified instruments with criteria established for selection.
  - 1.1.4 Select an appropriate instrument or develop an instrument at the local level.
- 1.2 Obtain or assemble the selected instrument in the quantities needed.
  - 1.2.1 Determine the number of students who

will complete the interest assessment.

1.2.2 Order or duplicate the quantities of instruments needed.

1.3 Identify students to be included in the assessment.

1.3.1 Determine the grade level of students to be included in the assessment.

1.3.2 Determine the method of identifying students to be assessed (i.e., random sample or total population).

1.3.3 Identify the specific students to be assessed.

1.4 Assess the interests of the selected students.

1.4.1 Identify the staff needed to administer the assessment.

1.4.2 Deliver the appropriate number of instruments to the selected staff.

1.4.3 Establish time and space for the administration of the assessment.

1.4.4 Notify selected students and staff of time and location of interest assessment.

1.4.5 Administer the interest assessment instruments.

1.4.6 Determine the number of "no shows" at the scheduled interest assessment session.

1.4.7 Provide the "no shows" the opportunity of completing the assessment at a later time.

1.4.8 Score the interest assessment instrument locally or send the instruments to a scoring service.

2.0 Determine if students are in a program for which they express an interest.

2.1 Identify students who are enrolled in vocational education and for which an interest assessment was obtained.

2.1.1 Obtain class roster for all vocational classes.

2.1.2 Compare the class rosters with the list of students for which the interest assessment was obtained.

2.1.3 Record the vocational program or course in which each student is enrolled.

2.2 Conduct a discrepancy analysis between each student's measured interest and his actual vocational program and/or course enrollment.

2.2.1 Compare each vocational student's measured interest with the vocational program and/or course(s) in which he is enrolled.

2.2.2 Record the discrepancies between the

measured interest and the actual enrollment.

3.0 Determine the degree to which students are mismatched with programs and the degree to which programs of interest are not available.

3.1 Establish standards by which to measure the degree that students' needs are being met.

3.1.1 List students who have low measured interest in occupational programs in which they are enrolled.

3.1.2 Conduct personal interviews to validate mismatches.

3.1.3 Record judgement of reasons for mismatch, e.g., nonavailability of programs, etc.

3.2 Identify interest in occupations for which vocational education is an appropriate entry.

3.2.1 List students who have high measured interest on occupational scales.

3.2.2 Identify those students who have educational or occupational goals for which vocational education is not appropriate.

3.2.3 List those students who have either no occupational goals or goals that can be fulfilled by vocational education.

3.2.4 Conduct personal interviews to validate expressed educational and occupational goals.

3.2.5 Correct the list developed in 3.2.2 and 3.2.3 and construct a list of students who could meet their occupational goals by way of vocational education.

3.2.6 Merge the list in 3.2.5 and 3.2.1.

3.2.7 Conduct personal interviews where mismatches between goals and measured interests are identified.

3.2.8 Develop a final list of students who have an interest and occupational goal in an occupation for which vocational education is appropriate.

4.0 Make appropriate educational decisions affecting vocational program offerings.

4.1 Identify levels of discrepancy acceptable by the LEA.

4.1.1 Solicit input from the general vocational advisory committee concerning acceptable levels of discrepancy.

4.1.2 Obtain reactions from vocational teachers regarding acceptable levels of discrepancy.

4.2 Compare acceptable levels of discrepancy with actual discrepancies.

4.2.1 Assemble acceptable levels of discrepancy and actual discrepancies.

4.2.2 Compare acceptable and actual levels of discrepancy.

4.3 Make recommendations for programmatic improvements.

4.3.1 Prioritize the areas of discrepancy according to the need for programmatic change.

4.3.2 Write recommendations for programmatic improvements.

V. Sample Evaluation Materials

	Appendix
Summary of Kuder Occupational Interest Survey, Form DD (KOIS)	A
Summary of Minnesota Vocational Interest Inventory (MVII)	B
Summary of Ohio Vocational Interest Survey (OVIS)	C
Summary of Self-Directed Search (SDS)	D
Summary of Strong Vocational Interest Blank - Strong-Campbell Interest Inventory (SVIB-SCII)	E
Self-Inventory Worksheet (Leon High School)	F
Wentling's Sample Career Interest Survey Instrument	G

APPENDIX A

Summary of

Kuder Occupational Interest Survey, Form DD (KOIS)

G. Grederick Kuder. Published by Science Research Associates, 259 East Erie Street, Chicago, Illinois, 60611.

The KOIS, Form DD, is the elaboration of the Kuder Preference Record - Occupational, Form D. The items are presented as a triad where the subject selects his most and least preferred activity for the three alternatives. The Kuder, Form DD, makes a direct comparison between the scores of the subject and the modal response of those in each occupation and in each college major.

AGE: 16.

READING LEVEL: Sixth grade.

ADMINISTRATION: Given to groups.

SCORING: Hand or machine scored. The purchase price includes the cost of machine scoring of tests by SRA.

OUTPUT: The responses are compared with those of men and women in various occupations and fields of study. Results are reported on a graphic profile; scores are rank ordered. There are 114 occupational scales, 37 of which have been developed on women subjects. There are 48 college major scales, 19 of which have been developed on women scales.

TIME REQUIRED: 30 minutes. However, the author states there is no time limit set.

PRIMARY USE: The instrument was developed to be used before a person begins preparation for a specific type of work. The manual suggests that the instrument was developed for (1) identifying potential occupations for potential 10th grade dropouts, (2) aiding 11th and 12th grade students in making vocational choices, (3) helping college freshmen select a major field of study. The KOIS, Form DD, measures preferences in ten broad areas: outdoor; mechanical; computational; scientific; persuasive; artistic; literary; musical; social science; and clerical.

RESEARCH: The KOIS is based on 30 years of development. Data from each of the prior Kuder tests have become a part of the foundation for later inventories. All subjects in the occupational criterion groups have been employed in their occupation for a minimum of three years and have met other specified standards of job satisfaction.

APPENDIX B

Summary of Minnesota Vocational Interest Inventory (MVII)

Kenneth E. Clark and David P. Campbell. Published by the Psychological Corporation, 757 Third Avenue, New York, New York 10017.

The MVII is an empirically-keyed inventory designed to measure interests in non-professional occupations. The author suggests that the MVII will be useful with the following groups: high school students who do not plan to attend college; vocational school students; students in two-year technical schools; apprentice candidates; dropouts; technologically displaced workers; unemployed adults--especially those who need retraining.

AGE: Mail students only, 15 and over.

READING LEVEL: Approximately grade nine.

ADMINISTRATION: Although not given, it is assumed that it can be given to both individuals or groups.

SCORING: Designed to be machine or hand scored depending on which format of the instrument is purchased.

OUTPUT: Results are reported in terms of standard scores. Standard scores are given for 21 occupational scales and 9 area scales. Interpretation of scores is facilitated through the use of a profile sheet which includes a shaded area depicting the range

of scores for the middle third of a group of tradesmen. The profile shows the degree of interest in an occupation compared to "tradesmen-in-general" (TIG).

TIME REQUIRED: Although no time limit is set, 45 minutes is considered to be sufficient. Responses are of "forced choice" type which may cause the respondent to take longer than 45 minutes to complete the instrument.

PRIMARY USE: The instrument was constructed to measure the vocational interests of men in a variety of non-professional occupations.

RESEARCH: The MVII is based upon extensive research with Navy enlisted men. The validity of the occupational scales is based on groups of workers in the non-professional civilian occupations, Navy enlisted men, and industrial education teachers.

APPENDIX C

Summary of Ohio Vocational Interest Survey (OVIS)

Ayres G. D'Coasta et al. Published by Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

The OVIS is designed to assist students in grades eight through twelve with their educational and vocational plans. The results of the OVIS are intended to be used for counseling purposes in aiding students in selecting an area of vocational training best suited to their individual needs and abilities. The latest edition of the OVIS yields 24 interest scales which are ranked from high to low.

AGE: Appropriate for students in grades eight through twelve.

READING LEVEL: Approximately eighth grade.

ADMINISTRATION: Can be given individually or in groups.

SCORING: Electronically scored by Harcourt Brace Jovanovich Scoring Service.

OUTPUT: The results are indicated graphically as stanine scores and as percentile rank scores.

TIME REQUIRED: 60 to 90 minues. The authors suggest that the time needed will depend upon the age and reading level of the students.

PRIMARY USE: This instrument is oriented mainly for those students who express an interest in pursuing some type of vocational training best suited

to their individual needs and abilities.

RESEARCH: The OVIS is an outgrowth of the Vocational Planning Questionnaire developed in 1953 by the Division of Guidance and Testing, Ohio Department of Education. This questionnaire was used primarily by administrators to determine the need for curriculum expansion in vocational education. A total of 43 school districts was selected, and over 45,000 students in grades eight through twelve took part in the national standardization program during February 1969.

APPENDIX D

Summary of Self-Directed Search (SDS)

John L. Holland. Published by Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306.

The Self-Directed Search is designed to provide a vocational counseling experience for people who do not have access to or who cannot afford the price of professional counselors, and to multiply the number of people counselors are serving. One of the primary advantages of the SDS is that anyone can use it whenever he wants to, and he can use it in complete privacy. The SDS is considered to be appropriate for use with people aged 15 or above.

AGE: 15

READING LEVEL: The author states that the SDS is at an "easy reading level."

ADMINISTRATION: Can be given individually or in groups.

SCORING: It is answered, scored, profiled, and interpreted by the client, who is referred to the counselor only if the results are inconclusive.

OUTPUT: The profile is to be interpreted by the client. The Occupations Finder provides a meaningful descriptive code for 456 occupations. This booklet refers the client to the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH) for further consideration of occupations.

APPENDIX D - 2

TIME REQUIRED: No time limit is set. The author suggests that completing the Assessment Booklet would take about one hour. An additional hour or two is needed to complete the Self-Directed Search and study relevant entries in the DOT and the OOH.

PRIMARY USE: If the user-client has already made up his mind about an occupation, the SDS may support his idea or suggest other possibilities. If the user is uncertain about what occupation to follow, the booklet may help him locate a small group of occupations for further consideration.

RESEARCH: The SDS is an outgrowth of a theory of vocational choice (Holland, 1959 and 1966) which has undergone extensive investigation.

APPENDIX E

Summary of Strong Vocational Interest Blank

Strong-Campbell Interest Inventory (SVIB-SCII)

Edward K. Strong, Jr., David P. Campbell & Associates.
Published by Consulting Psychologists Press, Inc.,
570 College Avenue, Palo Alto, California 94306.

The SVIB-SCII is designed to guide students into occupations that they will find satisfying. The students' responses are compared to the known likes and dislikes of persons in various occupations who participated in previous longitudinal studies.

The latest revised edition is the SCII. It yields more than 50 occupational scores, at least 20 "basic interest scores," and several non-occupational scales and indices of response validity.

AGE: The authors feel that students aged 13 to 15 can handle the inventory. It is preferable, however, that it be used with 11th and 12th grade students.

READING LEVEL: Approximately grade six.

ADMINISTRATION: Can be given individually or in groups, in person or by mail.

SCORING: Completed answer sheets are normally sent to one of the commercial scoring agencies for scoring. A listing of those commercial agencies under license to the publisher is given in the Manual.

APPENDIX E - 2

OUTPUT: Results are reported on a sheet called a profile that presents scores on a number of "scales." The layout of the profile for this edition of the Strong has been guided by the occupational taxonomy defined by Holland's hexagonal model (1974).

TIME REQUIRED: Fast readers can complete the inventory in about 20 minutes. Slow readers may require an hour. The average adult takes about 30 minutes.

PRIMARY USE: It is oriented mainly toward that section of the occupational spectrum that college students usually enter. It is ordinarily not appropriate for use with unskilled, semi-skilled, and skilled trade occupations, because of both the item content and the research emphasis over the years.

RESEARCH: The development of this instrument is supported by more than 30 years of active research. This instrument is basically a combination and revision of the male and female forms of the SVIB into a single inventory.

APPENDIX F

*Self-Inventory Worksheet
(Think carefully before you answer each question.)

Interests

Of all the school subjects you have taken since first grade, which have you enjoyed most?

Which subjects, if any, have you disliked?

Which extra curricular school activities have you especially liked?

What jobs or chores have you found very interesting?

What hobbies or other leisure-time activities do you especially enjoy?

What occupations have you observed, read about, heard about, or thought about that you would like to investigate?

***

Abilities

In which school subjects have you done your best work?

With which subjects, if any, have you had difficulty?

In which extra-curricular activities, jobs and chores, hobbies and other leisure-time activities have you performed especially well?

What do you believe are your best abilities?

What abilities, aptitudes, or talents have other people (your parents, teachers, school counselor, friends) mentioned?

Have you taken any special achievement or aptitude tests on which you have performed well? If so, what did the results of these tests suggest to you about your strong points.

***

Values

Below is a list of advantages or values people consider important in careers. You may add others in the blank spaces provided. Check three or four that you consider especially important:

( ) Interest in work activities
( ) Healthful working conditions
( ) Opportunity for service
( ) Opportunity for advancement
( ) Chance to be creative
( ) Security of employment
( ) Congenial co-workers
( ) High Income
( ) Good job location
( ) Freedom from supervision
( ) Other:_____

*Developed by Leon High School, Tallahassee, FL 32301

***

Personality and Physical Characteristics

Are there certain personality characteristics you should keep in mind when you are making career plans?

Have you any physical limitations which are important to your planning?

Have you any physical assets that might enable you to do certain kinds of work especially well?

APPENDIX G

EXAMPLE DOCUMENT 7

Example Career Interest Survey Instrument

1. _____
(Last Name) (First Name) (Middle Name) (Date)

2. Present year in high school: _____Senior; _____Junior; _____Sophomore; _____Freshman

3. Check the general category of courses taken or being taken in high school. Check as many as are appropriate.

_____General _____Home Economics _____Agriculture

_____Area Vocational Center _____Co-op (on-the-job) _____Industrial (Shop)

_____College Preparatory _____Business

4. Do you feel that the present curriculum is preparing you for your planned career?
Yes___No___

5. What course(s) do you feel should be included in the curriculum that are not presently being offered by this school?

A._____B._____C._____

6. Are you aware of your interests? Yes___No___

7. Are you aware of your abilities? Yes___No___

8. If known, what occupation(s) or career(s) do you plan to pursue after high school? If uncertain, enter DO NOT KNOW.

A._____B._____C._____

9. Are you aware of the qualifications and training to enter this (these) positions?
Yes___No___

10. Do you think that your training up to this time qualified you for this position?
Yes___No___

11. Do you think that you can complete the training necessary for this position?
Yes___No___

12. In what occupational field or career would you like to have more information?

A._____B._____C._____

13. In you life's work, would you primarily prefer to work:

Check one:	Check one:	Check one:
_____At an indoor activity	_____With others	_____For others
_____At an outdoor activity	_____Alone	_____For myself

14. Do you, at present, have any type of work experience? Yes___No___

15. What club or activity would you like to see initiated in the school program?

A._____B._____C._____

16. Do you want help in planning your career? Yes___No___

17. Would you accept help in planning your career if it were offered to you?
Yes___No___

*Adopted from a career interest survey developed by Orion Community Unit School District #223.

Wentling, "Assessing Student Career Interest," Local Leader Guide No. 6. Locally Directed Evaluation, 1976, pg.6-17.

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Glossary

Forced Choice Item: a test or inventory item which requires the respondent to decide between alternative answers, (i.e., like, dislike).

Percentile Rank Scores: a score expressed in hundredths and ranked accordingly.

Profile Sheet: a graphic technique, or chart, that indicates the relative position of one person's scores on each of several measures, abilities, or interests.

Standard Score: an equal unit of measurement whose size remains stable from distribution to distribution.

Stanine Score: a standard score that represents a point or range of scores on the normalized distribution.